



## **EYFS POLICY AND PROCEDURE**

Fusion Childcare Services is committed to delivering the Early Years Foundation Stage (EYFS) as set out in the new Statutory Framework for the Early Years Foundation Stage 2024. The EYFS applies to all children from birth through to the end of their Reception Year. More information about EYFS is available from the Department for Education's website.

**The Designated EYFS coordinator is the Manager and/or Deputy who are responsible for:**

- Identifying EYFS children when they join Fusion
- Determining the primary EYFS provider (typically, the School) for each child and Meeting regularly with them in order to share information in order to benefit the child's emotional, social and academic well-being.
- Designated key person for each EYFS child, which will be Deputy Manager- with support from the EYFS team.
- Ensuring that staff receive relevant EYFS training.

Fusion provides a mix of adult-led and child-initiated activities. We always follow the play principles, allowing children to choose how they occupy their time. We advocate and promote play that is freely chosen, self-directed and intrinsically motivated. We will continue to plan opportunities to meet the children's needs and interests.

### **We recognise the four overarching principles of EYFS:**

- **A Unique Child:** Every child is constantly learning and can be resilient, capable, confident and self-assured. We use positive encouragement and praise to motivate the children in our care.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- **Enabling Environments:** Children learn and develop well in environments in which their experiences respond to their individual needs and where there is a strong partnership between practitioners and parents/carers. We observe children in order to understand their current interests and development before planning appropriate play-based activities for them.

- Children develop and learn in different ways and at different rates. The EYFS framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities. We tailor the experiences we offer the children in our care according to their individual needs and abilities.
- The characteristics of effective learning: playing and exploring, active learning and creating and thinking critically.

**Procedure:** When EYFS children start at Fusion they are sent an email providing them with an overview of how Fusion works in partnership with the school and how our EYFS procedure works. An 'All about me form' will be completed by parents/carers before the child starts Fusion. This provides Fusion with some initial knowledge about the child before they start which we call 'Cultural Capital'. All children arrive with different experiences and this cultural capital is the knowledge we need in order to support the child as fully as we can and bridge the gap, ie if your child has a speech impediment, then knowing this information is vital so we can scaffold their development and support and develop their speech. Ie. You may not have access to outdoor space at home, if this is the case, it is good to know as your child may have a preference to outdoor play and activities, which we can enable and support.

At Fusion we use the 3 I's method: **Intent, Implementation and Impact**. Eg we **intend** for the child to learn how to use cutlery. So, we will observe them and see what they already can do/know and once we have this 'cultural capital', we can then make the **implementation** meaningful. We will then use activities to develop this skill, ie demonstrate how to do it and then support them in doing it. The **impact** is where we evaluate the impact of the learning and checking what the child now knows, ie they can cut their own food and helping others.

In the first 2 months that the child attends, Fusion complete a 'settling in observation sheets' for each child and will spend time getting to know the child. This enables us to observe and then formulate targets that supports their development. We offer parents meetings to talk about each child and what we can do to support the child and the family, ensuring a holistic approach to the child's development.

At Fusion we provide an overview of our setting and life in Reception whilst at Fusion. This is in a folder which you can access and are able to look at any time. Your child/ren settling in observation, their 'All About Me pack' and their termly Unique Child Summary and Targets are also available at your own wish. Children are given monthly targets that the EYFS team set, and this helps the planning of activities, ultimately supporting each child's development and interests. At Fusion, we have a EYFS Development Diary which documents all our EYFS children, their targets when met and activities that we get up too. Parents are also invited to view this at any point.

EYFS children are highlighted in red on the register and all staff have a responsibility to all children. Each child has an assigned Keyworker, but all EYFS children have strong relationships with all staff and the EYFS team.

Fusion has open access to the children's class learning journals and next steps book at all times and Fusion's Keyworkers will look at these regularly to track progress and so we can support the child's development. If the school would like a copy of our observations for the Child's school learning journal then we photocopy it for them, this shows the strength of our relationship as well. The Reception Teachers and Fusion liaise daily at drop off and pick up about children and this partnership allows information to be shared, ultimately supporting the child's development.

At the end of each term the Fusion Team complete a Unique Child Summary and set targets for the following term. The targets that Fusion set are what Fusion will be working with individual children on next term and mostly focus on Personal, Social, Emotional Development (PSED). Both the Unique Summary and targets are shared with parents and together we talk about how and what we can do to best support their child. The targets are shared with staff in briefing and staff give their input.

Fusion has positive relationships with parent/carers and liaise with them daily about their child and also ask for parents/carers feedback using our surveys.

<b>Adopted on:</b>	<b>Last reviewed on:</b>	<b>Reviewed on:</b>	<b>Next review Date:</b>
04.01.12	04.09.2023	04.01.2024	April 2025
<i>Written in accordance with the Statutory Framework for the Early Years Foundation Stage (2024): Before/after school care and holiday provision [3.51] and Safeguarding and Welfare Requirements: Information for parents and carers [3.83] and The Learning and development requirements, page 6.</i>			
<b>Signed and approved:</b>	Fusion Childcare Services		